

Pine View Middle School 2145 East 130 North St. George, Utah 84770

October 23-24, 2007



Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Pine View Middle School 2145 East 130 North St. George, Utah 84790

October 23-24, 2007

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D. State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, October 23-24, 2007, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Pine View Middle School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Ray Brooks is also commended.

The staff and administration are congratulated for their desire for excellence at Pine View Middle School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Pine View Middle School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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PINE VIEW MIDDLE SCHOOL

ADMINISTRATION AND STAFF

School Administration

Mike Stephenson		PrincipalAssistant PrincipalAssistant Principal			
Counseling					
Chuck BundyRachael Van Valkenburg					
Support Staff					
Phyllis Mitchell Kathy Price		Principal's Secretary Registrar Secretary Finance Secretary Attendance Secretary (AM) Attendance Secretary (PM) Head Custodian Custodian Custodian Custodian Custodian Custodian Lunch Clerk Cook Cook Cook Cook			
Faculty					
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Bill Roberts

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Jayne Stringfellow
Jill Swaney
Ward Sweeten
Kelly Walker
Lindsey Witt

VISITING TEAM REPORT

PINE VIEW MIDLE SCHOOL

MISSION STATEMENT

Pine View Middle School, in partnership with parents and community, fosters educational excellence where students acquire the skills, knowledge, and character necessary for successful, lifelong learning in an ever-changing world.

BELIEF STATEMENTS

We believe every child can learn:

- We believe students have unique and individual needs and should be provided with a variety of instructional approaches to maximize opportunities for success in education.
- We believe a variety of tools should be used to assess student knowledge, skills, and achievement.
- We believe there should be positive relationships and mutual respect between students and staff within our school community.
- We believe our commitment to professional development is imperative.
- We believe our curriculum should be based on the state core curriculum.
- We believe in teaching skills that enable students to become confident, self-directed, lifelong learners.
- We believe students learn best in a safe, positive, and nurturing environment and that teachers have the major responsibility for establishing and maintaining that environment.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

- **Employability Skills** Acquire the necessary skills for successful employment including: punctuality, cooperation, dependability, solid work ethic, intrapersonal skills, and the ability to take and make use of constructive criticism.
- Basic Academic Skills and Improved Literacy to Enhance Communication and Social Skills Be capable of expressing and implementing oral, written, artistic, mathematical, and technological aptitudes to effectively gather, develop, apply, and communicate ideas based on a core academic curriculum.
- **Responsible Citizenship** Take personal responsibility for improving the quality of citizenship through developing life skills for self and others.
- Organizational Skills Be capable of utilizing and adapting to a variety of
 critical and creative thinking strategies to solve complex problems both
 independently and collaboratively.

Date of Visit: October 23-24, 2007

MEMBERS OF THE VISITING TEAM

Dr. Nancy L. Jadallah, Eisenhower Junior High School, Granite School District, Chairperson

Spencer Hansen, Syracuse Junior High School, Davis School District

Peggy Johnson, Emery High School, Emery School District

Kevin Pedersen, Canyon View High School, Iron County School District

VISITING TEAM REPORT

PINE VIEW MIDDLE SCHOOL

CHAPTER 1: SCHOOL PROFILE

Pine View Middle School is a suburban school located in the eastern portion of St. George, Utah. The school was built in 1986. Currently, Pine View Middle School serves 535 ninth and 325 eighth grade students, for a total of 880 students. A portion of the eighth grade was moved at the beginning of the 2007-2008 school year to a new junior high school, Desert Hills Middle School. Pine View Middle School serves students from the following communities: North Bloomington Hills, Washington, Washington Fields, Little Valley, Coral Canyon, and Leeds. The school is served by a principal, two assistant principals, one administrative intern, and one staff developer. The faculty of Pine View Middle has continued to be very stable and encompasses thirty-seven teachers and two school counselors.

Pine View's student population demographics have remained relatively consistent. The ethnicity of the student population is as follows: 87 percent Caucasian, nine percent Hispanic, two percent American Indian and one percent other. Pine View Middle's student socioeconomic status has remained consistent with earlier reports. Sixteen percent of the students receive free lunch, eight percent receive reduced-price lunch, and 12 percent are on qualified fee waivers.

Overall, Pine View Middle School performs well on standardized tests. The whole-school average score for the state Criterion-Referenced Tests outperforms both district and state average scores with the exception of the Pre-Algebra CRT. Aggregate results from the ITBS were more mixed.

a) What significant findings were revealed by the school's analysis of its profile?

Data from the profile indicated increasing enrollment at Pine View Middle School. Analysis of the aggregate test data indicates students are performing well on standardized tests. Recently the school has moved from a traditional junior high schedule with 45-minute classes to a block schedule with 90-minute classes. This was done to correctly align with the new high school (Desert Hills High School) which will begin operation next year. The school is undergoing its second change in demographics in five years—it has changed from a grades-seven-to-nine to a grades-eight-to-nine configuration, and has lost a third of its population.

b) What modifications to the school profile should the school consider for the future?

Pine View Middle school has provided a thorough profile that adequately addresses student demographics, student achievement, support services, survey data, community composition and support, educator experience and certification. It was recommended by the Visiting Team that the school consider including disaggregated CRT data from their AYP report to better understand how minority populations are functioning and performing within the school.

c) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The Visiting Team found that to a large extent the school's self study accurately depicted the current state of Pine View Middle School. The school survey provided clear information and indicated the school's focus on their improvement efforts. The action plan reflected the findings of the survey and is focused on increasing communication with stakeholders and recognizing students for their efforts at school.

Suggested Areas for Further Inquiry:

- The Visiting Team highly recommends that the school team disaggregate the student achievement data when reporting overall school data so that it is easier to see the progress of the individual groups within the school.
- The Visiting Team suggests that the school team revisit the alignment of the DRSLs, Power Standards, and the Core in all content areas.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

Mission, Beliefs, and Desired Results for Student Learning (DRSLs):

a) To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?

The Visiting Team acknowledges that all stakeholders were involved in the accreditation process to a great degree. Specifically, the writing of the school's mission statement, beliefs, and DRSLs was a collaborative effort of multiple full-staff sessions. This process took several weeks to complete, and the document underwent several revisions prior to the staff coming to consensus on a compelling mission and vision for the school that supported student achievement.

b) To what extent do the school's mission and beliefs align to support the school's DRSLs?

The Visiting Team found that, to a great extent, Pine View Middle School's mission and belief statements were aligned to support the school's DRSLs.

c) Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.

The Visiting Team noted that the school has identified indicators of the DRSLs to a small degree. The team noted that this was the case primarily because the school chose to focus on one DRSL, which it has worked to fully implement and institutionalize, rather than work on all four DRSLs. The Pine View Middle School staff has identified the indicators necessary for students to become competent in this one area. The Visiting Team noted that the school has institutionalized this particular DRSL, responsible citizenship. The school faculty created the assessment rubric, which delineates the qualities/behaviors necessary for students to show competence in this area.

d) To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?

To a large extent, the school's mission, beliefs, and expectations for student achievement and student behavior are evident throughout the school and drive the school's policies and procedures. The Visiting Team found that while the students do not explicitly talk about the DRSLs, it is evident that they are institutionalized and that students know and understand the concepts, just not necessarily the verbiage.

Curriculum:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?

It is the consensus of the Visiting Team that the staff at Pine View Middle School is a cohesive group of professionals who perform at high levels. In our discussions with both the focus groups and with individual teachers, the Visiting Team saw evidence that the staff is cognizant of the State Core and standards. It is apparent that most of the curriculum has been aligned to the core. The Visiting Team commends this staff for its efforts in this endeavor. Those who understand the necessity of curriculum mapping and the need to align the curriculum with the State Core are commended for their efforts. The Visiting Team recommends that the staff continue in its efforts toward alignment of all curricula.

The staff has indicated that it has been working on the accreditation process for the past two years. Staff members meet in teams as well as by department once per week as part of their quality teaching hours. The Visiting Team commends the staff for its cohesiveness and efforts to improve. The findings of the Visiting Team indicate that the departments have been working collaboratively. The result of these efforts is that the staff has identified standards and put intervention/remediation efforts in place.

The desired results for student learning (Organizational Skills, Basic Academic Skills, Employability Skills, and Responsible Citizenship) align admirably with the Utah Life Skills. The Visiting Team commends the staff for placing emphasis on the DRSLs. These have been advertised for at least the past two years by a banner in the school's main entrance, as well as on posters in each classroom. Efforts to internalize the DRSLs have been made and attested to by students and staff members. Students were aware of the DRSLs; many could recite them upon request. Others could not list them but knew them in context.

b) To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?

While the desired results for student learning have been identified for some time, the emphasis on them has been more intense over the past two years. Many of the departments were able to articulate explicitly how they have incorporated the DRSLs into their teaching, while others seem to simply address them. The Visiting Team encourages all departments to fully implement them into each curriculum.

As with many schools, past practice at Pine View MS has been to issue all students both academic and citizenship grades. In the past, the citizenship grades were assigned on an arbitrary basis. This year, the staff decided to develop a rubric for the "Responsible Citizenship" DRSL. The process was successful, and the rubric has been accepted by the entire faculty. Examples of the rubric are evident in each classroom. Both students and teachers seem supportive of the change. The Visiting Team encourages the staff to continue in this process and find similar means to internalize the other DRSLs.

This school has the benefit of a staff developer as part of the staff. This person is to work primarily with the probationary teachers (through the EYE program), but is not limited to those in the initial stages of the profession. Arrangements are occasionally made for substitutes to allow them to meet with the developer, receive training, and observe others who have mastered their craft. The Visiting Team commends the district and school for this choice. The program is highly successful, based on the evidence of results as well as the discussions held between the staff and Visiting Team members.

The Visiting Team commends the staff for the active teaching observed during the visit. The team's visits revealed that students are engaged at a high level in all curricula. Through means of differentiated instruction, most notably in the core classes, efforts are made to engage all students with the curriculum. For instance, the Visiting Team observed the Science Department as it engaged in group discovery, group laboratory exercises, and persuasive arguments. Students were engaged fully, and their actions demonstrated higher-order thinking and problem-solving skills.

c) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?

As mentioned previously, the teaching staff meets weekly on Mondays after school. The purpose of the meetings alternates among PLC groups, departments, committees, and focus groups. Having a staff developer working closely with the administration has been of great benefit to the school. Discussions with staff members indicate that the DRSLs are implemented into the curriculum. The Visiting Team commends the staff for its efforts toward this goal.

Much credit must be given for the cohesiveness of this staff. The school climate is very positive and conducive to learning. In addition, the Visiting Team recognizes that the stability of the administrative team is also a key contributor to the collaborative nature of the staff. Having a team that supports this staff in a consistent manner certainly adds to the staff's success.

d) How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?

Common assessments have been implemented in most of the departments. Those who have developed these tools find that the assessment identifies individuals' strengths and weaknesses. They use their findings to address learning objectives, alter teaching strategies, and adjust mappings. The Visiting Team applauds the school's vision and diligence in reaching all learners. The Visiting Team encourages the other departments to continue working toward developing common assessments so that all students can reach learning outcomes.

The staff has access to disaggregated data, although it was not particularly addressed in the report. Staff members review this data both in their departmental meetings and when they meet as a PLC group. Comments from staff members indicated that the current district student management system is less effective than the previous system in searching out data. The Visiting Team recognizes that this move is not site-based, but was made at the district level. The team encourages the staff members to continue to work toward their desired goal.

Instruction:

a) To what extent do teachers use a variety of instructional strategies to enhance student learning?

To a large extent, the Visiting Team observed the use of a wide variety of effective instructional strategies to enhance student learning. This is the first year that Pine View MS has moved to an alternating block mode of scheduling, having been on a seven-period model previously. In each of the classes observed, teachers were using a variety of instructional strategies within the instructional block period. The Visiting Team commends the staff for its smooth transition to the block. Instruction observed over the two-day period was engaging, active, and meaningful. The team applauds the staff for its ability to adjust to the change as well as recognize the need for multiple transitions.

b) To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?

The school uses School Trust Lands monies to provide resources for funding professional development. That professional development addresses implementation of the DRSLs within the curriculum and instruction in each classroom. Teachers are given substitutes on occasion so that they can meet together as well as observe others' classrooms and instruction. The Visiting Team commends the efforts made toward this goal in staff development.

c) To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?

To a great extent, the aforementioned professional development is guided by datadriven results. The PLC model instituted in the school allows the groups to review data and make decisions based on their findings. As mentioned previously, teachers are given substitutes regularly so that they can meet together as well as observe others. The Visiting Team commends the efforts made toward this goal in staff development.

d) To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?

To a large extent, the Visiting Team noted that the teachers are extremely proficient in their content areas and very knowledgeable about current research. Having the opportunity to meet weekly in various groups and monthly in each content area allows the teachers to discuss best practices, review assessments,

adjust curricula, and share in professional growth. The professional development offered at the school is available to each department upon request.

e) To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?

The school is in the process of adding new technology. Each year, the school upgrades existing technology and implements district-level programs (CSIP).

Assessment:

a) To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?

The Visiting Team noticed that, within most departments, it was apparent that the staff is working collaboratively to develop scope and sequence and to align assessments across the departments. Some departments have developed and implemented pre- and post-tests on all units. The team also noticed that most classrooms displayed or articulated what was expected of students and what they would be assessed on.

The Visiting Team saw evidence of use of school- and/or teacher-developed rubrics, student-developed products, alternative assessments, teacher-made assessments, the DRP reading assessment, the Six Traits of Writing assessment, Utah Criterion-Referenced Tests, CTE skills tests, and the Iowa Test of Basic Skills used as assessment tools.

b) To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?

The Visiting Team noted that, to a great extent, there was a school-wide process to fairly and equitably assess student progress toward meeting individual academic expectations. Student Support Teams exist to identify and help all students, but especially those who require extra support. Teams meet together and with parents to help address a student's needs. Grade level teams also meet and develop cross-curriculum activities and assessments. Common planning periods are scheduled to better facilitate this teaming.

The Visiting Team observed that the Special Education Department is implementing team-teaching in a few selected content classes where special education students are mainstreamed. These teachers work with all students in the class and provide extra support for their identified special education students.

c) To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?

The Visiting Team acknowledges the use of surveys with the school's stakeholders, including students, parents, and teachers. The Criterion-Referenced Tests given by the state of Utah in the core subjects were also used. Other standardized tests used were the Stanford Achievement Test and the Iowa Test of Basic Skills. Teacher observation of classrooms and student behavior was used as a data source. The team observed that most departments use data to drive instruction.

d) To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?

The Visiting Team observed to a large extent that the school's professional development program allows teachers opportunities to collaborate on issues of assessment development using a wide variety of assessments. The Visiting Team saw numerous examples of professional development facilitated by the administration, school staff developer, and steering committee. The Visiting Team was made aware that the staff meets in Professional Learning Communities that are fluid within the department, school, and district. These PLC assignments include the development and sharing of assessments. Time is scheduled before and after school for PLC meetings.

e) To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?

The Visiting Team learned that the faculty voted to make "personal responsibility" the one DRSL the staff wished to focus on, implement, and institutionalize. The faculty chose indicators, and the steering committee created a scoring rubric. The Visiting Team observed this rubric posted in the classrooms, and it is used by all teachers to give citizenship grades.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?

The Visiting Team noted that the school's leadership team recognizes the need to promote and support quality instruction. To this end, the school leadership team

has instilled a high standard of expectations for teacher skill and conduct. The leadership team encourages and supports teacher's attendance at district and state workshops and conferences. It also has created "learning walks" during which all teachers have the ability to observe and be observed by other teachers in the building. This, in turn, creates cross-pollination of instructional ideas and concepts. The leadership team includes a staff developer who works not only with Entry Years Enhancement (EYE), but also school-wide with veteran teachers in promoting sound educational practice. The leadership team is very supportive of teacher efforts and is actively seeks to determine how they can assist teachers in benefiting students.

b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?

The Visiting Team found that, to a large extent, the school utilizes a variety of data sources to correctly monitor student learning. In most departments the leadership makes data-driven decisions that are research based and focused on student achievement.

c) To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?

The leadership of the school provides skillful stewardship. School-wide policies are consistent with the school's beliefs and mission. The allocation and use of resources are aligned with school goals and promote a strong positive school culture. Teachers mention that the school leadership is ready and willing to support them with resources to meet the needs of their students. The school administrative team is commended for the level of support provided to the faculty and staff in pursuit of the school's goals.

d) To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?

The school leadership team has gone to great lengths to involve both parents and students in the school improvement process. Representatives from both parents and students sit on the focus group committees. Parents noted through the interview process that they felt an "urgent concern" on the part of the school in addressing their concerns and the need for improvement. Students feel a strong sense of loyalty and shared ownership.

e) To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?

It was readily apparent to the Visiting Team that Pine View MS has a fully functioning advisory program tailored to the needs of its students. Teachers not only cover school procedures but assist in social skill lessons and academically track students in their homeroom class. Multiple students have mentioned teachers being both approachable and available to give academic help. Parents indicate teachers are both helpful and approachable. It is obvious to the Visiting Team that Pine View Middle School has a deep determination to identify with and get to know individual students within the school.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

<u>Culture of Continual Improvement:</u>

- a) To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process, that is reviewed and revised on an ongoing basis?
 - Pine View Middle School has successfully demonstrated the ability to develop a plan that correctly aligns with Utah Life Skills DRSLs. The school's focus on communication with stakeholders and promoting student recognition activities is a critical element of overall school success. The Visiting Team commends the school's efforts to focus on positive recognition activities that promote students' enthusiasm and motivation for school.
- b) To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?
 - It is evident to the Visiting Team that the school has an ongoing professional development plan designed around Professional Learning Communities. At Pine View Middle School, there is a designated staff developer position. This individual helps the administration to steward and promote the continuing development of PLCs.
- c) To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up, and is there sufficient commitment to the action plan, school-wide and system-wide?

The Visiting Team believes that the new school-wide action plan is focused and adequate in its scope to a moderate extent. However, progress on Action Plan goals #2 and #3, as of the date of this visit, seems to be limited at best. The faculty demonstrates commitment and a willingness to address the current action plan focus.

d) To what extent does the school create conditions that support productive change and continuous improvement?

Pine View Middle School's positive school climate and commitment to students appear to propel its continuous improvement efforts. Teachers demonstrate a passion for students and helping them succeed. Their effort are noted and appreciated by parents and students alike. There is a strong basis of support for focus groups and the school's self-study efforts.

e) What significant progress has been made in implementing the original action plan since the last full visit?

The Visiting Team noted that the action plan from the last visit included four "goals." The first three goals were more objectives or activities than broad goals. When meeting with students, it was obvious to the Visiting Team that the first three student goals have been met—students know the decision-making process in the school, know about student expectations and how to track their achievement and progress, and make better use of the school's resources. Goal #4 was the only actual broad goal in the action plan. This goal was to develop an assessment system to evaluate the implementation of the DRSLs. The Visiting Team acknowledges that the school chose to institutionalize only one DRSL, and has done so to a large extent. The Visiting Team also felt that, while they are not addressed in the study, the other three DRSLs had been addressed to some degree. Individual classes have developed elaborate assessments to monitor their students' progress in specific content areas.

f) What significant progress has the school made in addressing the major recommendations of the previous Visiting Team and/or review team?

The Visiting Team found that Pine View Middle School has made significant progress in addressing the following major recommendations of the previous Visiting Team.

The staff has developed and uses a variety of performance-based assessments across several of the departments, including CTE, math, language arts, science, and math. The staff has also made significant progress regarding the recommendation to continue the use of research-based instructional strategies. Pine View Middle School hosts a full-time staff development person whose job is to work with EYE teachers as well as the entire staff—on a personal level as well as in their professional learning communities. The staff developer has created a

professional development manual that instructs teachers on effective instructional strategies and reports student data that drives instruction. There is a leadership committee that designs the professional learning opportunities and the yearly learning walks in which all staff members participate. The Pine View Middle School staff continues to develop and maintain its collaborative partnership with parents and the greater community, as was witnessed by the Visiting Team. The parent group feels itself to be very much a part of the school and its decision-making process. Lastly, the Visiting Team found that the staff continues to teach the DRSLs to the students. The school staff came to a consensus about selecting Responsible Citizenship as the first DRSL to institutionalize, but will begin the process of implementing and institutionalizing the other three DRSLs.

CHAPTER 5: COMMUNITY BUILDING

a) To what extent does the school foster community building and working relationships within the school?

The Visiting Team saw evidence of community fostered by the students, staff, administration, and parents. Each group commented on the impact of cultivating positive relationships in creating a sense of safety, well-being, and trust. A student commented that coming to school felt like "coming home." There is a strong climate of community and pride demonstrated through parental involvement, administrative support, student connection, and staff dedication. All groups feel their contribution and input is valued, important, and acted upon.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

The Visiting Team discussed with teachers, students, and parents the effort the school goes through to involve the community. The Community Council and school focus groups were formed and continue to function to improve the school. These groups consist of teachers, parents, and students. All parties involved felt that their input was valued and acted upon. The PTA is very active in supporting school programs and takes a role in resolving parents' concerns with the school. The student council members feel they can discuss issues of concern with the administration, and that their input is important and listened to. Student, parent, and teacher surveys were conducted for input in developing the school DRSLs and evaluation.

c) To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?

The Visiting Team determined that, to a large extent, the school community was informed of and participated in the accreditation process. The school survey was aimed at the school community to understand how the school could better serve its students. The results were shared among the stakeholders, and suggestions for improvement were solicited. The action plan is known and accepted by the school community.

d) How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?

The Visiting Team noted that the school has provided opportunities for the community to view, process, and comment on the current action plan. Each participating community member has a copy of the action plan and survey results. There are copies of the full accreditation report on file in the media center to be checked out by parents. There is also a quarterly school newsletter sent home to every student that will include action plan progress.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the staff of Pine View Middle School for its efforts at collaboration with all stakeholders, and for the resulting cohesiveness of the staff.
- The Visiting Team commends the staff for the exemplary practice of the "learning walks."
- The Visiting Team commends the staff members on their altruistic nature and the subsequent culture of nurturing and caring for students and co-workers.
- The Visiting Team commends the leadership for its foresight and wisdom in providing a staff developer hosted in the school, as well as a well-planned, comprehensive professional development program.
- The Visiting Team commends the teachers for the excellence of their teaching and for the subsequently high level of student achievement.
- The Visiting Team commends the teachers for creating a common rubric for the Responsible Citizenship DRSL that has obvious meaning for students and reduces the ambiguity that students felt.

Recommendations:

- The Visiting Team recommends that the school work on improving communication with parents on school programs and activities offered at school, and implement an improved student information system whereby parents can access student information.
- The Visiting Team recommends that the school work on ways to recognize and reward students for good citizenship as well as academic performance.
- The Visiting Team recommends that the staff continue to create common assessments in all departments.
- The Visiting Team recommends that all departments reflect on and come to an agreement regarding departmental strengths and weaknesses; this will become the guide for future action plan goals.
- The Visiting Team recommends that the staff members disaggregate their data to indicate the strengths and weakness of their subgroups, thereby indicating a direction for improvement with these groups.
- The Visiting Team recommends that the staff create a comprehensive school website where all information pertaining to the school can be found, including updated information on school programs, extracurricular events, clubs, athletics, and academic achievement.
- The Visiting Team recommends that the staff continue to develop indicators for and the assessments of the remaining DRSLs.
- The Visiting Team recommends that the staff continue to work on mapping out the alignment among the State Core, the DRSLs, and the Power Standards that exist.